

KEEPING YOUR CHILD NORMAL

*Suggestions for Parents, Teachers
and Physicians*

BERNARD SACHS, M.D.

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KEEPING YOUR CHILD NORMAL

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KEEPING YOUR CHILD NORMAL

*Suggestions for Parents, Teachers and
Physicians; with a Critical Estimate of
the Influence of Psychoanalysis*

By

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KEEPING YOUR CHILD NORMAL

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PREFACE

IN A textbook on Nervous and Mental Disorders from Birth through Adolescence, the present author inserted a chapter on the Normal Child and that chapter was published separately in book form for the guidance of parents, teachers and physicians. Its main purpose was to counteract among the laity the baneful influence of false doctrines that had obtained a temporary vogue. There was less reason to worry over the attention given the defective child than over the improper and inefficient care given the potentially normal child.

The events of recent years, above all the appalling increase in youthful delinquency and criminality the world over, make it imperative to appeal again in even stronger terms to the conscience and common sense of the community and to show wherein parents and teachers have been misled and have failed in the training and rearing of children. Every parent has a solemn duty towards the child, the family and the state. It is your child and our citizen.

I have had no reason to change opinions ex-

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pressed a decade ago but I have made many additions to bring the discussion up to date. The sections on Heredity and Environment, on Truancy and Delinquency are entirely new. There is need of sober thought and thorough investigation of these subjects. I am certain that careful studies to be encouraged by the recently organized Child Neurology Research Council will help in the solution of these many important and troublesome problems bearing upon child welfare and development of character.

BERNARD SACHS.

*New York,
September, 1936.*



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INTRODUCTION

INTRODUCTION

*"The childhood shows the man
as morning shows the day."*

—MILTON

TEN years ago, when the author first published this small book,* among the many notices and letters he received was one from a distinguished clergyman: "Thank God someone is considering the Normal Child." It was gratifying to get the full endorsement of the belief that there would be an infinitely greater number of normal children if we knew how to develop the splendid material Nature puts in our keeping. The health, welfare and happiness of the individual child should be our chief concern; and, as parents, teachers and physicians we must realize our responsibility to the community, to develop an upstanding, competent citizenry. That duty rests more heavily upon all of us today than ever before. Our intentions may be good; but with the alarming spread of truancy, delinquency and crime among the youth the world over, I am cer-

* The Normal Child and How to Keep It Normal in Mind and Morals, 1926.

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tain that the views expressed a decade ago need renewed emphasis and further elaboration. Bluntly speaking, parents and teachers have been barking up the wrong tree; they have been listening to false prophets and have had their minds filled with much misinformation. Let me hope that many of my readers will find my point of view worthy of serious consideration.

But why should I presume to speak with authority on a subject that has been discussed by so many other writers? My claim, if not my excuse, is that during a long professional career I have been brought into contact with the nervous child, the defective child, the delinquent, the truant child, the slightly erring boy and girl and even the criminal youth; and as a result of this experience I feel that while the community does its duty to the abnormal child and the erring youth, it is equally important properly to care for the normal child. There is much truth in the flippant lament: "But I am a perfectly normal child, so I don't get any attention."

Barring the small number of grossly defective and handicapped infants, every child at birth, so far as its brain is concerned, is potentially a nor-

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mal creature. Accept this as a fact; do not let the "bogy of heredity" poison your minds, and do not put forth the doctrine of heredity as an excuse for inefficient parental care and improper educational methods. An intensive study of the transmission of disease, based upon recent biological and psychological doctrines, and upon a willing approval of Mendelian laws, brings home the conviction that physical defects, physical peculiarities and characteristics may be due, in part, to hereditary influences; but, in the matter of the higher mental attainments of man, of all those qualities which distinguish the human being from the rest of the animal world, heredity is not the all-important factor. While its form, its features, its organs are predestined, the infant's brain at birth may be likened to a mass of vitalized clay, full of potential energy but ready to be molded into any shape at the hands of the sculptor. To be sure, the "clay" must come up to fundamental specifications.

So far as its mental attainments and its character are concerned, the child's predestination will depend chiefly upon the parents' ability or willingness to make the best of Nature's offerings.

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Heredity is often held responsible for maladjustments, for child failure, when parental and educational methods, such as the force of example, indifferent religious instruction, lax discipline are at fault.

Some years ago on the door of an inquiry room at a far western station, I was amused to read the sign: "Enter without knocking; you may remain on the same condition." Let me proceed under similar restrictions. I do not intend to "knock"; but, before proceeding to the detailed consideration of the subject in hand, it will be necessary to refer to a few points of fundamental importance.

Some recent psychologists are rejoiced to find that there is a tendency among educated women to break away from the "sentimental drivel" connected with the rearing of the child and to make a scientific problem of it. A fine ambition it is; but let there be only a little science mixed with much proper sentiment. Children raised on purely scientific methods by mothers endowed with a smattering of psychology, have often been misfits in a social and family sense. Let the mother take up the problem seriously—to the mother

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every child is a problem child. Let her try to rear the child according to the best information she can obtain. Let the physicians, educators, psychologists be certain that the information is sound; but, at all times, let the mother exercise her own good common sense and let nothing supersede the maternal instinct tempered by experience and common sense. Child guidance clinics might avoid giving the impression that a close parent-child affection is apt to be morbid.

Not infrequently mothers have complained to me that the entire responsibility of raising and training a family should not be placed upon them. And right they are: we men love to go into raptures over the "maternal instinct" and are silent on "paternal duty."

In the evolution of the human family, the father has assumed great responsibility, and if children are to develop into normal, social and intelligent beings, the father must at least share with the mother the burden of training them. Without "knocking," just gently tapping, fathers the world over may be accused of neglecting the proud privilege that is theirs of helping to rear, educate and to influence their sons and daughters,

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especially their sons. In all classes of the community the mothers are keenly alive to their duties toward the children, but the conscience of the father is sadly at fault. He is, too often, preoccupied with his daily routine; but this alone should never excuse him from the exercise of his duties and privileges in the home. We regard the home and the family too lightly. (I shall have more to say to the father when discussing adolescent conditions.)

The family is fashioned after the State: the father, the Governor, may rule with the consent of the Governed, and with the consent of his chief lieutenant, but he must at least know and try to understand what is going on in his very limited domain. On the other hand, the chief lieutenant must not arrogate to herself all governmental functions.

Having divided honors and responsibilities about equally between father and mother, we are ready to have the mother devote herself intensely to the details of child development. Innumerable associations have been formed to promote this purpose; books galore are at her disposal, lectures are supplied at colleges, hospitals, acade-

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mies, and even at afternoon teas—all of which will no doubt redound to the advantage of the child, if the information be sound (it so often is not) and the application wise. Child study has been strangely perverted. In this “oversexed” age (oversexed in the amount of talk and attention paid to sex) undue importance has been attached to this question of sex. Even Bertrand Russell has recently confessed: “Most moralists have been so obsessed by sex that they have laid much too little emphasis on other more socially useful kinds of ethically commendable conducts.”

While we may know a few things more than we did a decade or two ago, there is no warrant for making this the all-dominant factor of the child's life. To this pernicious influence in the child's life, further reference will be made; but, let the mother be told at the outset that psychological facts may be true and interesting, but that the application of them in the training of a child may be both faulty and dangerous. The psychologists of the day maintain that the fundamental tendencies of man are reduced to two primal instincts, the self-preservative or ego instinct, and the race preservative or sex instinct.

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All activities are to be traced back to these two instincts and the corresponding motives for conduct: the domination motive or the "will to power" and the "pleasure motive." What of it? We have known it all along, only we did not put it in these somewhat high-sounding and slightly foreign terms. The knowledge of this may be of interest to you as a parent and a fine thing to talk about; but it should not control your action toward your child, for one of the chief apostles of the modern trend allows that "these instincts must be curbed" and that "the child has to be freed from the crippling domination of instincts which by their operation would impair the fullest expression of the powers and the possibilities of the individual." Whatever our views may be as to instinct or acquired habit, it is important to remember that every child is from the day of its birth not merely an individual living unit, or, as the psychologists would have it, "an integrated biological, going (why not growing?) concern," but it is also a member of a community in which it is to play its part according to well-established, even if conventional rules and standards. But how thoroughly many mothers hate convention and tradition! Why

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be linked to the past? Granted that the present generation is far better, far more efficient than the one just preceding, why not allow that as in the evolution of the race, useful features of preceding generations are the ones especially to be perpetuated, so in the habits and methods and customs of preceding generations there may be much worthy of preservation. A little respect for tradition and for the experience of the past is no obstacle to true progress. And, after all, not every step ahead is a step in advance. Progress can only be determined by experience.

INFANCY AND EARLY CHILDHOOD

INFANCY AND EARLY CHILDHOOD

THE care of the average infant, born without any pronounced physical or mental defect, calls for little more than rest and quiet, in addition, of course, to the proper regard for its bodily functions. Avoidance of unusual noises is most important and not sufficiently appreciated. The youngest children react more vehemently to loud noises than they do to any other extraneous stimulant excepting, possibly, to pain-producing sensations, such as pinching, jarring, burning.

From the earliest months of life, methodical care of the child should be practiced: definite and ample hours of sleep, regular feeding and sufficient food. The pediatricists have perfected the science of feeding, and every mother knows much about calories and vitamins; but more allowance should be made for individual variations. Some infants remain hungry to the detriment of that nervous equilibrium which depends upon physical contentment and sleep. The normal infant falls asleep soon after a proper feeding. In spite of occasional nervous manifestations: twitching

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movements during sleep, restless movements of the head while awake, holding of the breath on the slightest provocation—the child may remain within normal limits; but infants showing such tendencies or children known to come of neurotic stock should be handled with especial care: not pampered, but trained systematically. The nervous mother is more often at fault than is the child. Cameron, a most competent British author, has done excellent service by insisting on the importance which the quiet, sensible behavior of mother or nurse has upon the development of the growing infant. "The mental environment of the child is created by the mother or the nurse." Few realize that habits are formed during the first six months of life. Be systematic in the daily routine and at this early period do not over-stimulate the child; let it progress naturally and let the mother or nurse be satisfied if even at the end of the first year or thereabouts, a child learns to crawl or stand or walk or talk a little later than someone else's child. There are considerable normal variations with respect to the development of all these functions.

The child reacts most definitely to the conduct

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of mother or nurse. It is in a highly receptive and suggestible mood. It is imitative to the extreme, even to the extent of copying the restlessness and jerkiness of its elders. Set the example of quiet, methodical movements. The good influence of the parent upon the child must be exercised from the first half year of life and continuously thereafter. Teachers and parents with slight "tics" are very apt to cause these same jerky movements (of face, head or shoulder) to be developed in young children. Keep away from your child unless you can control yourself and your tics. The bad habits of the parent often become what is falsely called the "heritage" of the child.

It is the order of the day to speak of the emotional reactions of the child. Watson speaks of fear, rage and love (sex) as belonging to the "original and fundamental nature of man"; and yet all of these must be kept within very definite limits. Original they are, in the sense of being early developments of emotion; but if fundamental, they are not altogether essential. There is a difference of opinion as to the fear responses. Some claim they are present at birth. This has been determined experimentally by dropping a babe from the hands

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of one person into those of another, by exposing the child to very loud sounds, or by shaking it rudely as it is about to fall asleep or to awaken. The experimental psychologists and the behaviorists may be justified in performing those tests, occasionally, and not too often on any one child; but mothers, even those with a psychological trend, should carefully avoid anything in the way of an experiment. Whether one believes that fear is an early acquired or an inherited emotion, it is certain that the fear of darkness is developed at a very early period in some children, but in all probability this is due to early faulty training causing faulty association. The infant that is put to sleep regularly in a darkened room and never in a brightly lighted room will associate darkness with falling asleep, will have no fear of darkness and will develop a proper sleep habit. It was the rule and, on the whole, not a bad one, to let the infant cry itself to sleep. Once the child finds that crying brings no relief, it may fall asleep, if not from conviction, at least from exhaustion. This may be a double-edged sword—it may be productive of both bad sleeping and bad crying habits. Good judgment is needed and, as a rule, in the struggle

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between parent or nurse and child, the infant yields. Some years ago, perfectly healthy twins, one year old, and red-haired ones at that, were brought to me from a neighboring town because for months they cried all night and, as the mother said, since both cried she kept both in the same room. Instead of hypnotics, I advised complete elimination of the mother as the first therapeutic measure, separation of the children, a late feeding for each, and, furthermore, that the attempt be made by a patient nurse to introduce some sense into the management of the children. The result has been satisfactory. The fear of animals is surely an acquired emotion. The baby loves to fondle dogs, cats and horses; can even look a mouse in the face without wincing, until its elders display fear.

The psychologist may easily develop rage in an infant by hampering its movements. In the normal child, properly handled, rage should not be engendered. And as for love (or sex) emotions, it would seem rather early to begin to talk about them; not too early for love, but a bit early for sex. The average mother, however, has heard so much about the sex factor that we must engage

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in a preliminary skirmish. Well, then, there is nothing more natural or more beautiful than the devoted care of the mother or nurse and the response which it elicits in the child that soon recognizes that mother or nurse is "good" to it, and therefore clings to that person. Do not let the mother or nurse worry about the love response being evoked by the "stroking or manipulation of some erogenous zone." In spite of Freudian teachings, the love response of the child brings its own reward, and it is a perfectly honorable and laudable performance on the part of both high contracting parties. I have known mothers who were misled and made unhappy by the salacious doctrines of the Austrian school.

The stroking or petting of a child need not be excessive—we all agree to that. From the earliest weeks of life on, children should be put to sleep without petting or manipulation of any kind. We physicians have known that now and then (fortunately it is a rare occurrence) an infant's nurse may need watching, and we have also known that sexual irregularities may be attributed to despicable practices of nurse girls in charge of young infants. Sensible supervision by a sensible mother is all that the condition calls for.

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Shortly after the first year of life, the actual training problems become more complex. The child is well able to distinguish between strangers and parents or nurse. It is in an extremely imitative mood, is very observant of the attitude and action of others, gets around by its own efforts (crawling or walking) and begins to utter a few words. It is playful, has a desire to possess everything within reach and is already amenable to all sorts of influences. It is at this stage that the good effect of wholesome discipline is to be exerted. In the family the laws of the home should be developed for the benefit of the child and for the welfare and happiness of others. In the family, do not try to establish laws which interfere with personal liberty to too great a degree, or run counter to the dictates of common sense. In the family, as in the state, there is no isolated unit; the child is one of a community, and it can be allowed to enjoy only that amount of liberty which does not interfere with the health and happiness of others. A sense of obedience should be developed. If inculcated early, it works out well; if not, the children become the masters of the situation and rule the parents. While the child cannot always be allowed to do as it pleases, it is well

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not to have too many "Don'ts." As Cameron says: "The problem of the management of children is reduced to the interplay between the adult mind and the mind of the receptive suggestible child."

Mrs. Jones at the Heckscher Foundation studied a group of children (as related by Watson) and enumerated twelve very usual situations which evoked cries, and one hundred different situations which called out weeping and whining. I am certain that some mothers would be able to add to these numbers. Study the conditions which affect the conduct of the child; determine, first of all, whether your own conduct toward the child as mother or nurse is at all responsible; be certain that the child is not ill or physically uncomfortable, treat the child in a spirit of sweet reasonableness, but do not let the child feel that by crying or whining it gains the mastery over the parent or nurse. The tantrums of children must be met intelligently but firmly. Tantrums in the adult in the presence of the child will evoke a similar response in it.

It is claimed that in infancy and in the adolescent years, the father, also the doctor and the minister, stand for authority. The child is thrown into

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an emotional state and jumps to execute commands. Jumping of that sort is not a frequent phenomenon. The wise mother will be able to elicit obedience in her child without proving to be a severe taskmaster. She should be able to let the child feel that it is best to do thus and thus. "Don't you think it will be nicer to do it this way? Sister Mary will like you so much better for doing this for her." To give pleasure to others cannot be inculcated too early.

In many homes, the father is the embodiment of authority. Why should the father play the part of disciplinarian when both parents should share equally in engendering the belief and the emotion on the part of the child that its whole life is under the fostering care of both? If the parental authority—let me call it persuasion—is exercised in a judicious and loving manner, it will produce no resentment on the part of the child; and as our entire social organization is based upon respect for authority, this respect should be firmly established in the home and the home circle. The lack of respect for authority is one of the grievous faults of our modern social life. Many a time have I been horrified to see the harm done when

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parents have not succeeded in inculcating this feeling of respect towards parents and elders. It is refreshing to find support for these views in an admirable little book recently published by the Reverend Mr. Sperry of Harvard ("What You Owe Your Child"): "We are warranted on any count in trying to get the elemental decencies grounded in the child's mind, so that they become what I should call a moral habit. . . . There still remain a host of primal decencies which we all try to observe and these are best indicated as the tradition of a family." Let the young people remember, clever though they be, that there are many customs and thoughts worth handing down from generation to generation. I am not a theologian, but one who appreciates the value of ancestral merit.

There has been much idle talk about the fear of "repressing" a child, as though repression were a thing to be looked at askance. *Suppression* is bad; *repression* is beneficial. Why not adopt the slogan, both for children and adults: "Repress yourself so that your neighbor may express himself"? Herrick is right, "the modern world is suffering from an epidemic of premature self-expression." The fear of repression is largely due to the writings

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of the Freudians. They have had much to say about the repression of instincts. Psychologically interesting their observations may be, but everyone who reasons sensibly will realize that all the instincts, even the fundamental one of hunger and certainly that of procreation, have to be repressed if the social order approved by mankind throughout the centuries is to be maintained. At this early period of life try to develop amiability, frankness; let the child be neither too shy nor too forward. Let it feel that everyone is kind to it but that it is only one of a multitude. It is far more important for parents carefully to lay the foundations of character at this early age than to trouble themselves about the sex instinct. White regrets that people are loath to see that "the infant of two, three and four years has sexual feelings; they do not want to believe it." What of it? They would if it were proved to them or if the matter were important enough to give much thought to it. Parents have no memory of it, says White; but listen to this choice bit of logic: "This very fact, that absence of memory, goes to prove that there is much that is wished to forget [a pure assumption]: in other words, that is repressed and we

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know [*sic*] such repressed material is predominantly sexual." The logic of this is typical of much that has been written by the psychoanalysts; but granting that the child at this early age has sexual feelings, that fact might be of interest to the psychologists or behaviorists. Do not stress it; disregard it. Do nothing to develop or to encourage such feelings (some mothers go hunting for them); they would trouble neither child nor parent, if the psychoanalyst did not insist on bringing them into the limelight. If you have any doubt of this, look up the story of the notorious "little Hans" (it is too long and hardly fit to recite here), whose sexual precocity at the age of three years was clearly the result of the sexual tendencies and practices of the parents, abetted and encouraged by the suggestions of the psychoanalyst. Sigmund Freud has republished this history; Anna Freud, Melanie Klein have had much to say on this subject of infantile sexuality. All of them have a great way of imputing to the child entirely unwarranted thoughts and motivations, from which they themselves cannot escape. How the lady writers do love to dream and write of the sexual! Havelock Ellis has found ardent competitors.

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Inasmuch as other aspects of these doctrines will have to be considered later, we can afford to pass on to other and more important matters. The proper development of speech should be a matter of the greatest concern. "Baby talk," so amusing at first, should not be encouraged. If not counteracted, its effects are apt to be lasting. Let me appeal to parents and teachers to insist upon distinctness of articulation. It is a rare treat to find a child that articulates distinctly, and, for that matter, the majority of adults, both American and British, swallow their words, lop off end-syllables and commit all sorts of outrages upon the King's English. Correct radio diction may be a help. Attention should be given this matter in the earliest years. Language is acquired chiefly by imitation, by repetition and by the association of words and objects. In the nursery and in the kindergarten class, through the use of appropriate toys, illustrated charts and the like, the child's normal associations and concepts are developed. Language difficulties constitute a special subject of great importance. Many a child has been thought to be mentally retarded; whereas on careful investigation the psychic faculties were found intact; but

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the development of speech was found retarded. "Stuttering" is often a mere tic or trick of speech which should be corrected at its inception, and must not be encouraged or imitated by parent or nurse. Stuttering is definitely curable at all ages and surely in early childhood. Seek competent advice. All this may proceed along generally accepted lines.

It is of great value in the early development of character, that children should mingle freely with others. The fear of occasional contagious disease should not be a deterrent. As early as practicable, even before the kindergarten age, children should be brought into contact with one another. Meeting at play, let the thought be developed that not everything belongs to them, that others have possessions and rights and privileges equal to their own. By personal experience and through kindly guidance, let the child develop the thought, "You are as good as I am," and not merely "I am as good as you are." The latter leads to self-assertiveness and selfishness. The systematic arrangement of the young child's daily routine is of prime importance. Definite hours of play, definite and sufficient hours of sleep, plenty of fresh air day

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and night, all of these will be helpful in the establishment of a healthy nervous state upon which the future normal mental status of the child so largely depends. Exercise good judgment even in the matter of play. Boisterous play, tossing of children into the air, gymnastic stunts, prolonged running, muscular over-exertion, excessive tiring walks should be avoided altogether.

The nursery, the playroom, and later on, the kindergarten and schoolroom are to be havens of rest and quiet. At times a little repression of physical exuberance does no harm. Let the child frolic to its heart's content in the open air on its daily outings.

Nowadays the temptation is strong to allow children of four or five years of age to enjoy children's parties, the circus and the moving picture. There is no reason to curtail these pleasures, but let there be a sensible control as to kind and number, and avoid such exhibitions as have a detrimental influence upon the child's well-being. Humorous, historical and scientific films are often of interest to young children but let parents and teachers remember that young children should forget quickly, especially events and actions of an

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unpleasant character. If not forgotten, they are not to be repeated or rehearsed.

A word as to the stories read to young children. Exercise care and good judgment. Do not offer them picture books with vivid illustrations of a child devoured by wild animals or illustrations of various forms of chastisement. Amuse and instruct the child; do not engender fear. Let "virtue have its own reward" but do not bore the child by over-emphasizing the precept. Whatever else parent or nurse may be guilty of, do not refer to crimes even for the sake of impressing upon the child's mind how shocking the crime is. The moral sought to be enforced may be lost, while the memory of the crime itself may remain. Every child should be kept innocent of all knowledge of criminal and vicious acts as long as at all possible. Once it has learned to read, the headlines of the daily newspapers will do mischief enough. In more ways than one our dailies are a menace to the young. To be sure, they are not meant for children, but it was rather illuminating not long ago, to have the award for the best news item in the week's news given by one of our standard dailies to a boy who submitted the detailed story

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of a famous gangster's activities. Wonderful protection of public morality in that! So far as growing children are concerned, home without a newspaper would be a boon. Evidently there are some evils we must reckon with.

THE SCHOOL AGE

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AT THE age of five years, or a little earlier, the average child is ready for kindergarten training; at the age of six or seven years regular school instruction may begin. From this time on, parent and teacher are expected to co-operate; both are interested in the development of character and in the gradual acquisition of knowledge. I put character first, for that is, after all, the chief problem. The modern teacher, for whom I have the greatest respect and admiration ("respect" is old-fashioned, "admiration" up-to-date), may have learned much from the psychologist and even the "behaviorist" as to the child's emotions and instincts. He or she may grant that human action as a whole can be divided into hereditary and acquired modes of response; he may also grant that an emotion is "an hereditary pattern reaction involving profound changes of the bodily mechanism as a whole, but particularly of the visceral and glandular systems"; he may, and I hope he does know much more about a child's emotions, instincts, feelings, conduct, capacity, from personal contact with the child; but as a

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teacher charged with the proper training of young and growing children, he is not to be so completely absorbed in psychological doctrines as not to endeavor, first of all, to develop the homely virtues such as honesty, truthfulness, neatness, kindliness, unselfishness. Two German ladies, professional psychologists, Charlotte Bühler and Johanna Haas, have studied the question "Is lying ever justifiable?" They examined innumerable children, and in an interesting article show how universal the habit of lying is among children and among all classes and at every age. To seek the remedy for this condition is more important than to go on a still hunt after latent sex fancies. Some Child Study and Parent Associations devote volumes and pamphlets to sex education of child and parent; but they are far above studying the needs of developing truth and honesty! Some ladies might take up the question of neatness, and might help to educate a generation that would not consider a public park, the public streets and the great outdoors the chief repository for litter and rubbish. . . . While the foundation for all such virtues must be laid in the home, they may become more deeply ingrained in the school. No

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child is born with these or any other virtues. They can and should be developed in every instance.

The personality of the teacher leaves a powerful impression upon the growing child's mind. Its life is dominated to a great extent by the teacher's voice, manner, carriage and precepts. For the purpose of gaining some especial information, I have sat in many a schoolroom during the past two decades, and have watched the teacher in action. We have every reason to be proud of the American type of teacher, men and women, but especially the women. As one of an older generation, I offer a tribute of unstinted admiration to the present-day teacher. The parent can well afford to support the efforts of the teacher who, nine times out of ten, has far greater understanding of the child's difficulties than has the parent. Let no one underrate what our own public school system achieves in developing character in its pupils coming from a mixed foreign and native population. Even the considerate training of "problem children" in special schools has had admirable results. For several years I have watched the excellent results achieved in this School of Opportunity, where many a problem youngster has been helped

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over his first "maladjustments." Sensible discipline, the insistence on the better success in life due to high moral principles, the sympathetic understanding of the teachers for some of the special problems the children present, the honorable rivalry between the pupils themselves in worthwhile efforts, and last but not least, the stress laid upon love of one's country and gratitude for the opportunities it offers to the ambitious boy and girl—all these factors are responsible for the splendid achievements. It is the duty of every citizen to give his active moral support to our public school system. There may be some serious defects of organization in the system; but there is a stern purpose to develop good citizens. The teachers look for support and advice, just as the children's court does; let us make sure that they receive sound advice; that they be well informed on essentials and not be led astray by fads and faddists.

The personality and the needs of the school child have received the closest study; nothing has been left undone to promote the child's progress, and to make school and study interesting and easy. The Montessori Method, the Walton Plan and many other systems have been devised as im-

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provements upon older pedagogical methods. In a book published a short time ago, I have voiced a mild dissent from some recent developments; but I do not wish at this time to register such differences of opinion. There seems in some quarters to be a dread of methods that have been approved by tradition and by the experience of former generations; but as I witnessed the operation of some of the newer methods, I questioned whether every new move is a good move. The new should be tested and approved before the old is discarded.

No doubt the older method erred in the enforcement of a discipline altogether too rigid. It helped to make the child dull, dependent, even subservient; but rational discipline is needed for the general good—a discipline in the schoolroom that implies silence for a time, quiet while instruction is being given, respect for the authority of the teacher, and consideration for one's neighbor. The normal child benefits by such discipline; no child is ever harmed by it; and to the nervous, restless child that is either neglected or "nagged" at home, the sensible discipline of the schoolroom is the greatest boon. The child should remain happy while acquiring its first knowledge

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almost playfully; but a schoolroom that reminds one of Bedlam let loose, as some modern classrooms do, fails of its great purpose to develop in the child love of order, love of quiet, powers of concentration, respect for those placed over it to help and guide it.

We may approve of the desire of the modern teacher to let the child give full expression to its innate tendencies; but a little repression (that dreaded word) is not harmful to the individual child, and is beneficial to others. Teachers must realize how much more difficult it is for a child to give attention to the subject at hand when a classroom is noisy than when it is quiet and when everyone in the group may be supposed to be concentrating upon the subject engaging his own interests at the time. The task of the teacher is also made very much more difficult by the constant noise and the restlessness of the pupils in some of our best schools, especially in the lower grades.

What right has a mere doctor to criticize teaching methods? I shall not claim that coming from a family of teachers and having been a teacher myself, in medicine, teaching methods have always interested me; but I had a more specific reason

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to pursue this inquiry. Many children of seven, eight or nine years of age were brought to me who were supposed to be defective because they were slow in reading and arithmetic. On closer examination—and I am not one of those who think the ordinary intelligence tests sufficient, nor am I obsessed by the “I.Q.” fetish—I found that the child was less at fault than the “method” of instruction; and a change of method often brought about good results. It was this that led to my first visits to the schools. I found, first of all, among some teachers, a disdain for the cultivation of memory as such; and yet it is a most important faculty of mind without which any knowledge that is acquired cannot be retained. In other instances, memory appeared to be unusually burdened and unassisted. One example only: In former days the child learned its alphabet, sounded its vowels, put syllables into words and easily stored up dozens of word memories. Now it is to visualize the word and recognize the entire word by its look. In former days the child learned to read by the association of sound and vision. Nowadays the auditory (sound) impressions are thrown into the discard, and the visual (sight)

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impression of the word is the child's only dependence. This is physiologically unsound. No wonder a little fellow, who had mastered several readers, could do nothing with the word "umbrella" when I asked him to spell it or to read it. In his recent able lectures on Language, Samuel T. Orton expressed similar views.

As a matter of encouragement for parents, let me say again that a change of method has brought about satisfactory results in a number of instances. In pedagogy as in other practical sciences, it is difficult to apply iron-clad rules. If teachers will allow for variations in the individual, they will find that in the teaching of reading, writing and spelling, not all children of the normal type are amenable to all modern methods. These methods must, however, have been satisfactory in the hands of many excellent teachers, or else they would not have met with marked approval. Several wide-awake teachers have acknowledged that they have gone back to the older methods, realizing that the newer methods were not applicable to many distinctly normal children. The development of memory should go hand in hand with object demonstration, with illustrations that at every stage give

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the child practical evidence of the value of what it is storing up in memory.

In one respect the modern school, public and private, has a perfect score: children are not overworked. This is as it should be. A few hours of intense application to study per day is all that the normal growing child's brain will tolerate, and therefore, let there be as little home-work as possible between the ages of six and twelve years. I have not seen a single case of overwork pure and simple in years and years, but I have known mothers and fathers whose immoderate ambitions and persistent urgings have forced their children into classes for which they were not fitted; for example, the insistence on musical training when the child shows neither love nor aptitude for it. Music is unquestionably one of the cultural delights of life just as an appreciation of the arts is; it requires much tact and good judgment to develop these finer tastes without evoking early antagonism. Unfortunate rivalries at school, ridicule hurled at a pupil, unfair discriminations, severe penalties, not overwork, have in my experience been responsible for school disappointments.

I look to the school and to the teachers for

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the development of character and for the proper stimulation of the boy's or girl's latent energies. Above all, establish a system of rewards for work well done rather than penalties for failures and shortcomings. Self-government among pupils is a capital idea—if properly directed. The organization of a Knighthood of Youth in our schools and homes is a move in the right direction. Let it be adopted and fostered throughout the land.

HEREDITY AND ENVIRONMENT

HEREDITY AND ENVIRONMENT

IT WILL aid us in the understanding of the problems presented by the growing boy and girl if we try to estimate the various forces that are brought to bear upon the young in the most formative period of their careers. We cannot realize our individual responsibilities unless we give thought to the relative importance of heredity and environment.

The geneticists struck oil when the Mendelian laws were revealed unto them. No two of them repeat the revelation in the same way; but, as Davenport (perhaps the most distinguished of them) has truly said, whether "ultimately accepted or discarded" it is a guiding hypothesis.

First of all there is a unit character: such characters (physical or mental traits) are inherited independently. "Each trait is inherited as a unit or may be broken up into characters that are so inherited." In the next sentence, we hear that "characters as such are not inherited." Evidently, you may take it or leave it. A "determiner" decides whether "unit characters" are inherited through "determiners" in the germ cells. I have said else-

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where that the "determiner" reminds one of the "censor" whom the Freudians had to invent to make their doctrines of the subconscious at all palatable. Davenport's "cornerstones of heredity" are a bit feeble, but, at best they may apply to the transmission of physical traits (color of the eyes, color of the hair); in a limited sense to the transmission of disease such as hereditary chorea and some forms of feeble-mindedness. A considerable number of cases of imbecility are known to be due to accidents during labor, and are not in any sense purely hereditary. The application of these hypotheses to the transmission of mental traits and character raises grave doubt as to the help these theories actually give us. After all, even the latest geneticists cannot go beyond the advice "marry dissimilars" which several of us, mere psychiatrists, said a generation ago. In relation to our immediate problem, the important conclusion is that the boggy of heredity still exists, and from practical experience (adopted children) granting all the influence of heredity, the influence of environment is far greater; but that influence must be brought to bear at a very early day. Correct methods of training and discipline

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must be adopted at the very earliest period. I have so much faith in the neutralizing effect of environment that barring well-recognizable physical defects, normal foster parents have an excellent chance of raising normal children.

The entire question of heredity has undergone most careful study in a report submitted to the American Neurological Association in June, 1935. The important conclusion is that while granting hereditary influences, environment is still more important; "many genetic characters remain latent, unless developed or made manifest by some specific factor in the environment." A mid-Westerner who never eats fish does not suspect that he has inherited sensitivity to fish. Environment plays its part in the intrauterine period, and more palpably in environmental conditions during labor, after birth and in early life. In other words, whatever and however much is transmitted through the germ cell, that does not tell the whole story. To quote Jennings:

"The characteristics of the adult are no more present in the germ cells than are those of an automobile in the metallic ores out of which it is ultimately manufactured." There must be proper

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interaction between the materials selected; "and the way they interact and what they produce depends on the conditions." Some may object that there is a difference between the metallic ores fashioned by man and the germ cell selected and endowed by Nature. All the same, we know that there are a few familial and hereditary diseases of the body and mind. The families so afflicted have produced normal children in the same and succeeding generations; more important still (to my own personal knowledge) they have included men and women of great distinction who have been a distinct and valuable asset to the community and world at large. Bearing in mind the uncertainties of heredity, that even in tainted families mental health may be dominant, the psychosis recessive, the question of sterilization deserves most careful consideration at the hands of true scientific experts of calm unbiased judgment. Our various states have passed sterilization laws with good intent (to eliminate disease); but, when man begins to tinker with Nature, he is apt to make a mess of it. "Voluntary sterilization" should be considered calmly, however noble the motive may be. Not every epileptic or imbecile would procreate another of his kind. Germany's sterili-

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zation laws to secure purity of race are wholly absurd, and as many of us believe have been framed to gratify paranoid and sadistic impulses. There is one special regret, that these laws were not passed several generations ago; then some of those now in prominent public office, and loudest in their cries for purity of race would not be here to pursue their cruel activities. I have presented this subject with greater detail elsewhere. It is important to add the following from the Association Report referred to above, that if present-day sterilization laws had been in effect generations ago, the world would have missed Balzac, Beethoven, Napoleon, Frederick the Great, Goethe, Michelangelo, Isaac Newton, Edgar Allen Poe, Robert Schumann, Swedenborg, Turgenev—what a loss to the world; but, we could do without present-day tyrants. Enough of sterilization!*

To aid in combating abnormal, or let us say, asocial trends, the National Committee of Mental Hygiene has encouraged the establishment of child guidance clinics through the land, especially in larger metropolitan centers. The staffing of these clinics will determine the ultimate success

* These views are fully in line with conclusions recently published by Prof. Julius Bauer on "The Significance of Heredity in Man." *J.A.M.A.*, p. 937 (Mar. 14) 1936.

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of the movement. As Stevenson puts it, "the case in child guidance (behavior problem) may be the expression not only of faulty individual integration, but of pressure from the social forces . . . which create the child's environment." It is very evident that a standard form of investigation cannot be set up; it is all the more important that the child guidance chief and his associates be men and women of sound psychiatric and psychological training who will not resort to or work along one avenue of approach. In investigating the total personality and in estimating the environment of a child, avoid the psychoanalytic approach; use what Peterson aptly describes as *constructive* psychological analysis in contradistinction to *destructive* psychoanalysis. The Freudians have done an infinite amount of harm to children and young mothers who naturally enough are fascinated by the sex talk of the doctor, if not by the personality of the man to whom transferences be made. Let us have sound psychiatrists, well-trained pediatricists, psychologists (who have the ability to think logically) in charge of such clinics rather than men and women who can and do think only along sex lines.

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I have spoken elsewhere of the direct harm done to children by the exclusive application of Freudian doctrine, but harmful as they often are, my chief objection to them rests upon the fact that parents, teachers and some medical men are so impressed by them that they lose sight of other more and most important environmental factors that furnish the true motivation for many acts of youthful delinquency.

There are other important agencies in our modern life that exercise a pernicious influence upon the development of a potentially normal child. First, but milder, the tabloid sheet with its screaming headlines and its emphasis on love, sex and murder; milder only because reading of these things is less impressive and more fleeting than the visual representation. It is for this reason that the second and graver pernicious influence is the moving picture which in my opinion does less harm in its sex demonstrations than in its gangster pictures which show the technique of crime; makes heroes of the gangsters and makes crime fascinating, if not attractive, to the young. When children at play stage "hold-ups" let their elders beware.

TRUANCY AND DELINQUENCY

TRUANCY AND DELINQUENCY

NOW that we realize the importance of environment, and the influence of example, let us consider briefly the general question of truancy and delinquency.

The increase of crime among our youth has set us all thinking—something must be done. Not very long ago it was startling to read the headlines of an article contributed by a Washington psychiatrist that: "All start life as criminals"; and in the body of the article, the second sentence: "Every baby is a perfect criminal," modified a bit by the following statement that: "The baby is a supreme egoist." Such bald statements may prove attractive to the average reader, but they do a vast amount of harm. The baby is no more a criminal than is any little animal that "wants what it wants when it wants it," and tries to get it.

But let us preserve a scintilla of logic and a little common sense in realizing that criminality is a man-made condition, and it is only established when natural instincts and urges come into conflict with the established and conventional laws. These established and conventional laws are

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the result of forces which have been at work in human society for centuries and centuries, and have been found necessary for the protection and advantage of all. Those who are loudest in harping upon the needs and privileges of the individual thus concede at once that the primitive instincts and urges must be curbed and regulated if the individual is to develop into a decent member of the community.

In the preceding pages, that point of view has been put forward again and again, but it cannot be insisted upon too often. The trouble is that so many want to do what has never been done before. The parent and the teacher seem to feel compelled to do something different from what former parents and teachers did. No matter whether their former methods were successful or not, there must be progress. True, but mere change is not necessarily synonymous with progress.

Bearing in mind the views previously expressed regarding heredity and environment, and that environment appears to be the all important factor, and bearing in mind, also, the view that character and personality development are the result of influences at work from the earliest months of

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life, it becomes evident that the responsibility for the development of decent character rests entirely upon the shoulders of the community at large, and of parents and teachers in particular.

The importance of the establishment of helpful child guidance clinics has been borne in upon me in connection with a study and report made by a subcommittee of the New York Academy of Medicine on the Children's Court. In the matter of youthful delinquency the committee (a medical committee) found that altogether too much stress had been laid again and again upon physical and mental peculiarities, to the neglect of other more important environmental influences. A youthful offender may have a deficient thyroid gland; but only a very careful exploration of his entire person and environment will determine whether the deficient gland has much to do with his asocial behavior. Correct the deficient glandular function by all means, but do not neglect the more important duty of correcting or modifying his feelings as to honesty, cruelty to others, etc. Just so the youthful offender may have been guilty of some infantile sexual experiences or dreams or irregularities; but be sure that there are not other

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far more important factors in the case that are responsible for the offense charged against the child or youth.

In the beginning, it is the influence of the family that is most important. Substituting home for family, it means that the child must be considered by every other member of the family; but, it also implies that from the earliest time on the child must be made to feel that it is on an equal footing with all others, that it has rights or privileges which it must share with the others of the family group. Some of our younger medico-psychologists and many parents seem to be aroused at the mere suggestion that the child has any "duty" toward the parent, adding that very complacent reminder that the child was not responsible for coming into this world, that the child, therefore, has no "duty" toward the parent. Discard the word; call the relation of child to parent what you will, the truth remains that we are all merely links in a chain, that we may not be responsible for our being here, but, we are responsible for securing and promoting the advent of others. If the parent has done for the child what the child in its turn is expected to do for its suc-

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cessor, then there is at least an obligation to have a feeling for the parent not unlike the feeling that everyone is expected to have for his own child. It is well to apply the Golden Rule here as elsewhere. If that implied obligation or relation is recognized by the party concerned, there will be no question as to whether it is a duty, relation, affection, or respect which the child bears toward its parent.

Insistence on "duty" as such creates a perfectly useless discussion, and if the parent-child relationship will be allowed to remain on a sensible basis, the matter will adjust itself. When this same young medico-psychologist states that: "The child is an individual owing allegiance to himself alone," he is making a statement which is entirely false, and which he recognizes himself when he states that: "The home exists solely for the personal satisfaction of *all* its members." That seems at once to show the absurdity of claiming that the individual owes "allegiance to himself alone."

So far as the present-day problems are concerned, they would be solved much more satisfactorily if we allowed a little more common sense to prevail in all our home and family relations.

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Every person with decent instincts will concede the rights of every other person in the family group and will find that the ideals of love, affection, consideration and last but not least, a little respect for elders, have made life possible and profitable for the vast majority of people. I must enter a protest against the notion so commonly expressed that respect for elders and teachers is not to be expected. I also resent the idea that this demand is old-fashioned, over-conservative and whatnot. There is no sign as yet that the social millennium has arrived, and until there is distinct evidence of that we might as well retain some of the doctrines that have helped to make former generations fairly happy and successful.

But what has all this to do with the question of truancy and delinquency? It emphasizes the need of supporting and encouraging family discipline and family affection. It implies that children should be made subject to these wholesome influences and that these influences can be brought to bear without causing the child any real unhappiness, even if it might be responsible for some momentary discontent. This subject also leads to the further thought that when home conditions

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are such that the growing child cannot be subjected to the proper influences, it is the duty of society to intervene, and if possible, to provide more favorable conditions.

The Committee of Physicians from the Academy of Medicine had been asked to suggest to this Children's Court, the creation of which had already marked a long step in advance, whether any definite changes in procedure were advisable, and what steps would be needed to remedy the ever-increasing juvenile delinquency. The Committee reported that while they were thoroughly in favor of paying attention to medical and psychiatric factors in a given case, they did not wish these points to be stressed inordinately. They wanted the judges to continue to be guided by that admirable judgment, human sympathy and common sense which they displayed throughout the various sittings.

It was a very easy matter, when a specially difficult case came up for consideration, to say that there must be some physical or mental condition responsible for the youth's offense. If a child charged with some delinquency or with truancy presents some glandular disturbance, that dis-

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turbance should, by all means, be taken into account and, if possible, corrected. That does not, however, prove that this glandular dysfunction is responsible for the offense charged against the child. A child with such disturbance in home surroundings that were entirely neglectful of the elemental influences of decency and honesty, will suffer far more from its social misfortune than from its physical ailments. It is important to stress this point because the relative importance of various factors entering into delinquency had been distorted, especially among child study groups and similar organizations that are so completely obsessed by the importance of sex education that they pay very little attention to the other, far more significant factors of personality development.

Not long after this experience in Children's Court, the writer saw "Dead End," a play which shows in clearly cut outline the evil influence of our city street life and which, I said to myself, is the keynote of the entire problem. But as some might say, I am ahead of my story. What we wish to achieve and what it is necessary to bring about is that the child be under almost continuous

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wholesome influence in the home, in the school, and above all, after school hours. How this is to be brought about, is a matter for all the various social organizations to consider carefully; and without duplicating their various praiseworthy efforts, it is essential that they should organize efficiently and in such a way that the average child can be safeguarded in its physical and moral development. If they needed further support for the efforts to be made in this direction, it could be derived from the one heartening statement made by the judges while we were studying their methods, that few, if any, children who were under the influence of these various excellent social organizations, came before the Children's Court; and if a child who had been brought before the Court was remanded to the care of any one of the social organizations, such child was never again returned to court.

I would also ask, how many children raised in orphanages, provided they were received in such orphanages very early in life, have been specially criminal or delinquent? It is wrong to wait until a child has become a delinquent, but all growing children in every part of our city, in every com-

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munity, in every stratum of society, should be given the benefit of wholesome home, educational, cultural, and above all, sport influences. Keep the child off the streets, unless supervised; provide attractive occupation, wholesome companions, sensible amusements; make school work practical and attractive. At the recent Congress of Alienists and Neurologists (Brussels, January, 1936), in the discussion of juvenile delinquency, chief stress was laid upon the family milieu, and upon the creation of "rehabilitation homes." Here and abroad the impression prevails: "Preventive measures in juvenile delinquency must not rely too much on purely medical disciplines, or on eugenics." The home is the thing.

Tremendous responsibility rests upon the teacher as well. Much of the truancy is, in the very first instance, due to the fact that school work has not been made sufficiently attractive. Teaching practices of former years have had to yield to the more forceful methods of the present day. In our private schools, it would be natural to expect exceptional teachers; teachers who know how to make the dry facts of history fascinating and impressive and some who can teach even geometry

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in such a way that it is not the bore it was in the time when some of us merely wondered what in the world one was to do with "problems" after they had been solved.

It has been my privilege to visit many of the classes in our public school system. While I have always had the greatest admiration for our public schools and the influence they exert in the development of good American citizens, I must pay a special compliment to the teachers who know how to hold the child's attention, but also manage to develop the latent talent of many a child. It is surprising to find how much individual attention is given to hundreds of children in our public school classes. I have always felt that if parents would more frequently visit these schools they would appreciate what is being done for their children and would become more intensely patriotic, and would also be able to imbue their children with greater love and respect for the teacher and the school. Let the child feel that the school is the most interesting place to go to. We can see that in considering this matter of truancy, points have to be considered that affect not only the child that is a potential candidate of the Children's Court, but affect also the training of the

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child in the average city home. Let every parent and every teacher consider the needs of the normal growing child.

We have intimated before in speaking of the development of character, that the influence of the home is paramount. It is at least as important as the influence of the school. We want the child to love the school, we want it still more to develop an intense affection for its home; and home is not to be a place where it is in danger of meeting punishment, but where it can talk out its troubles, and where it can talk with parent or sister or brother the many little puzzles that beset every young child. There will be far less discussion of the proper parent-child relationship, if parents will try to understand the strivings, ambitions and pleasures of the child, and if they will, from the earliest time on, establish such a relationship with the child, that the boy or girl looks to father or mother for guidance, for advice and for the protection to which it is entitled. If this is done properly, the child will enjoy its home as much as it should enjoy the school, and the playground. There would be no mystery about this child-parent relationship, if it were only left to develop naturally; if the parent were taught to return

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love for love, and not be afraid of an excessive attachment, and if the child were encouraged to feel that its own increasing happiness means greater satisfaction for all in the immediate family circle. Parents must always remember that their own actions make a far deeper impression on the child than any sermons which they may choose to launch from time to time. The rules that apply to the more fortunately conditioned families apply with equal force to those in the humbler walks of life; and where the actual home environment is such that happiness cannot be engendered, the social organizations must step in and offer a helping hand. After studying the procedure in the Children's Court, we physicians hoped that we could bring about an intense and proper cooperation between the various social organizations at work, but the Lord only knows whether this dream can be realized.

Practically, I feel that if truancy and delinquency in this great city, for instance, are to be diminished, the social organizations must get together and district the city in such a way that every child throughout the city can find the social training it needs. The practical problem is to care for all the city's children in the afternoon be-

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tween the hours of three and six or seven. The little school work that it is necessary for them to do can be done in the early evening hours, but let provision be made everywhere throughout the city for physical recreation, for sports, for entertainment and dancing, but above all, for proper companionship during these hours. It is during these hours that the public school buildings are not used, and much of this instruction and entertainment to be afforded children could be given them in the school buildings themselves. What the Kips Bay Association has done for its section, and the Strykers Lane organization for one of the worst sections of the city, could surely be repeated in every other part of the city, and what applies to one city applies to all. It is only a question of so organizing all the social and philanthropic committees and clubs that instead of duplicating each other's efforts, they will all work to a common purpose. Society is responsible for truancy and delinquency, and society must find the means to prevent or at least to lessen them. To keep your child normal, play your part wisely in the family and in the community. Parents, teachers and physicians, each and all have much to contribute to this great cause.

PUBERTY AND ADOLESCENCE



PUBERTY AND ADOLESCENCE

OUR real troubles now begin. Up to the age of twelve to fourteen years, parents and teachers have found it relatively easy to guide the boy or girl. The spirit of independence will assert itself. The young bird feels its innate strength and is eager to fly from the nest. We are quick to applaud the "manly little fellow" but are a little more concerned about the girl who shows a tendency to do as she wishes. Independence can and should be developed without loosening home ties, and while developing the love, affection and respect which should obtain between parent and child. The parent who expects these qualities in the child, must exhibit the same feelings and emotions toward the child. And the child must be convinced of this equable relation. There need be no exhibition of "aggressive parenthood."

These problems are not new; it is only fair to remind the present-day writers that they have been met and solved not altogether unsatisfactorily by preceding generations, and that the well-established relations between parent and child, between pupil and teacher had been properly understood

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even before the wiseacres of our time had instructed parents as to their real sentiments, or teachers as to the true inwardness of their desire to teach the young. In former days the teacher loved her task because she was fond of children and knew how to attract them; today she is satisfying her motherly instinct, or is gratifying her *libido*. You may use high-sounding terms; the underlying motives remain the same. Leave the sexual implications to the modern novelist or scenario writer.

Before puberty, difficulties arise which we must discuss frankly. As Watson puts it, "boys and girls are called upon to react to a world of situations connected with sex . . . they are made peculiarly sensitive to such situations by their own developing bodies." It is well for parents and teachers to be trained in child psychology, as a lady prominent in Child Study recently proclaimed; it is more important, I would add, to apply the rules of common sense. In advising a child, even before the age of puberty, the parent, teacher or physician may profit by his or her own personal experience. Every one recalls that, as a child, he was puzzled as to the mystery of birth and the

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differences between the sexes. It is better for the parent to adopt or invent some reasonable explanation (using freely the analogy between plant and animal life) than to allow the child to be misinformed by ignorant or evil-minded persons or comrades. Have your story ready—do not allow the child to surprise you. The myths of the stork and of the milk pond are to be thrown into the discard. Children have less faith in them than in the story of Santa Claus. Instead of presents the stork brings them a brother or sister, and let me remind you of the poor clergyman's little youngster who met the proud father's announcement of a newcomer by saying, "There are many things we needed more." Whatever your explanation, let it be at least plausible; children do not like to be fooled. Volumes of Questions and Answers have been published to satisfy your needs in this situation.

An observing parent will notice when sex questions begin to present themselves to the child's mind; but there is no need of anticipating this period and surely no need of forcing information upon a child, before the child is in need of it. During the earlier years reference to the mating

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of animals will lead easily to the mating among humans.

To reveal to a very young child sex problems is to foster the premature development of the sex instincts and needs. Mothers' clubs, excellent as they are in many respects, have done great mischief in this way. Almost invariably the problems of sex education engross the attention of mothers at their regular meetings. It would be refreshing to find on some program how to develop truthfulness, or genuine patriotism, even unselfishness. It may not be as stimulating (*sic*) as sex talk, but more useful; possibly more wholesome.

Give your thought to the thousand and one other problems of a child's life, bide your time, and when needed, the sex information should be given in a way that does not overstimulate the sex instinct and sex thoughts and should be accompanied by the warning, in no uncertain terms, that the sex instinct, like all other instincts, must remain under the control of the well-organized, well-behaved human being.

Normal boys and girls up to the age of ten or eleven years may be allowed to associate with one another in unconcerned fashion. Less rough-

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ness in play on the part of the boy will help to develop in him such desirable qualities as gentleness towards and deference to women, which, in spite of universal suffrage, equal rights, drinking and smoking, the gentler sex is entitled to receive. But boys are to be boys, and girls, girls. The more virile character of play and sport that the boy or youth is expected to develop calls for more intimate association with other boys. The form of play and the play associates should be supervised just as carefully as are the school work and the schoolmates of one's child. Play and sport are the great outlet for the superabundant energy of boys and girls at the very time when the sex instinct also begins to assert itself in a very positive way. Outdoor life will do much for boys and girls between the ages of nine and fourteen years. The Boy and Girl Scout movement is to be commended warmly for its physical and moral effects. Urge your boys and girls to join some one of these admirably directed organizations; not only will they benefit individually; incidentally, it will give them the first impressive lesson how to be helpful to one's neighbor.

Parents and teachers should take their children

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or pupils into the country whenever possible. Communion with Nature, knowledge and enjoyment of the great outdoors cannot begin too early. The growing boy or girl will do far better to race up and down hill, across meadows and green pastures with proper companions than to join street corner groups and hear about gangster doings.

It is at this period that boys and girls chafe under restraint and home life becomes a bit irksome unless home is made attractive. A wholesome interest should be developed in the affairs of the world, past and present. Many children display a laudable interest in reading. Encourage this—guide them, give them interesting books of history, of sport, of adventure, of animal life, of biography. Initiate them into the glories of the pictorial arts; let them see beauty as depicted by the great artists of every day; wherever possible let them visit museums of art and science collections; offset the dreadful figures of our colored sheets; even if some of them are funny, they are not just “the most adorable” specimens of mankind. At this tender age, avoid sentimental love stories, morbid novels, sex treatises and above all histories of crime, and do the best you

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can about our daily journals with their sensational headlines. In an editorial comment, one of our ablest weeklies, referring sarcastically to a tabloid sheet, remarked very truly, "By the picture method, which is the easiest for the young mind, any child will have acquired at fifteen a complete education in crime and scandal that will remain with him through life."

The author has on numerous occasions insisted on the damage done to youth by the moving picture that so often illustrates the actual technique of crime. It is one thing to read of a "hold up"; it is a very different and more impressive experience to see every detail of a gangster attack vividly portrayed. The cinema producers can give inestimable help in educational films (historical and scientific) and beyond a doubt will be ready to promote the good and shun the evil. At all events, do not allow children to see gangster films. This subject has been referred to in the section on Heredity and Environment.

Let there be a limit to reading. The boy who would rather read than play, who makes a recluse of himself, who is not fond of outdoor sports, or of male companions and playmates needs watch-

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ing and is apt to go wrong. There is a time for work and a time for play; neither one nor the other should be slighted.

In the early 'teens boys and girls often begin to puzzle and harass parent and teacher. The child begins to realize its maturing powers, and to develop independence of thought and of behavior. Let the youth develop his or her own standards of conduct, but at this period, again, let the wise parent point to the fact that no one may act as an isolated unit, that everyone may be expected to show due regard for the welfare of others. Let the son and daughter be given every possible care and consideration; but they need not and cannot occupy the center of the stage all year around and all day long. May I hint that in a number of instances I have known the personality study of children to be overdone. A little less analysis of character and a little more common sense would be beneficial. I have in mind the behavior of a robust girl of thirteen who terrorized an entire family group by yelling to the point of exhaustion when things did not go her way. Another daughter of fifteen achieved the same by refusing food and even vomiting after a sip of water. There were

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a few minor points that needed adjustment in the family relations, but instead of continuing all sorts of analyses, these girls were made to feel that these performances would have to stop, that they would have to yield to superior authority in the end. Normal conditions were restored.

The successful practice of medicine is due largely to the exercise of common sense; this is true to a greater degree of the successful rearing of children. The relation of parent and child calls for intelligent adjustment, and above all for re-adjustment according to the varying age of child and parent. The outlook on life of a child of fourteen is different from that of a child of eight years, and during those years the parents' views may have changed as much. Help the boy or girl to develop independence, without estranging the child.

Some analysts of the Freudian variety have a horror of a "mother attachment." Of course neither boy nor girl should be tied to the mother's apron strings beyond a reasonable period; but do not forcibly sever the strings; a wholesome individuality may be developed without disrupting the parent-child relation and without transferring the

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"mother attachment" to a third person, which some analysts propose as a cure for this condition. There is no need of denying that excessive mother attachment is due either to the mother's exaggerated insistence on the filial affection and care due to her, long after the child has reached maturity, or to the desire on the part of the mother to satisfy her own sexual cravings. It is not necessary to go into details; let each mother do some heart searching. Many wrongs are committed not unconsciously but unknowingly.

A few words more about the parent-child relation in the maturing years of boys and girls. As was intimated before, both parents have equal duties and share responsibility equally. In a number of instances, I have sent for the father to remind him of his duties, especially toward his sons. It is almost incredible, yet true, that mothers bring their boys to the physician for a wholesome talk when the boy has reported the first manifestation of sex maturity to the mother and the father did not "have the heart" to explain matters to his own son. Such an attitude is to be condemned in no uncertain terms. In the matter of all sex problems, boys should appeal to the father,

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and girls to the mother. Sex questions should be discussed only with one's own sex. Not infrequently mothers (unintentionally) play a very pernicious rôle. They excite rather than pacify sex curiosity. The rule holds that between the ages of eleven and fifteen years, the boy should be chiefly under male guidance and girls of about the same age should receive all the information they may require from an intelligent mother or companion. It is amusing, if not illuminating, to note that in a recent volume on child education, one man has been privileged to say a word. Will the ladies not allow that in all sex matters, both sides should have a fair hearing? As a man I can assure the ladies that there *is* another side to the story.

So far as sex habits and practices are concerned, the physician and parents should make every effort to curb any attempt at self-abuse in boys as well as in girls. It is a pernicious habit, begun in many instances quite accidentally. It should not be countenanced and certainly not condoned. It will require some tact and good judgment on the part of the parent to put the matter in its true light without attaching undue importance to the offense; but let father and mother do their duty

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respectively to their boys and girls. It is surprising how innocent many fathers are of the habits and inclinations of their sons; but this is only partial evidence of the lack of proper affiliation between father and son. Some years ago, sitting next to a friendly colleague at a public dinner, I asked him, "Have you had any trouble in raising your boy?" "None whatever." "Then you and your boy are very intimate." "How did you guess it?" said he, "My boy calls me by my first name." "Fine!" said I.

That's the way it should be—intimacy between father and son is what I would plead for.* A decade or more ago, the entire nation was shocked by the revelation of criminal actions and thoughts on the part of growing boys coming from well-organized homes. "It seems impossible," said many. Fathers cannot expect to know what is going on in a boy's mind by an occasional talk or a casual inquiry as to the latest baseball score. Occasional reprimands or general remarks on the eternal fitness of things will not meet the boy's needs. If the father is to exercise a proper influence over the son, he must be an intimate asso-

* Warwick Deeping has given a splendid account of such a relation in "Sorrell and Son" (N. Y., 1925). Fathers would do well to read this book, even at this day.

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ciate of the boy during the growing years, not once a week, when there is nothing better to do, but every day of the week. He must talk with him, not only on a few subjects of general interest, but on every subject that can possibly affect the boy's developing mind and character. If there be this sort of intimacy between father and son, if they be playmates and friends (meeting a lawyer on the golf-links with his son of twelve, I commended him, and the father said he wanted his son to see him at play as well as at work), if there be this intense sort of intimacy, every trend of the boy's mind, whether normal or abnormal, moral or immoral, will have to be revealed to the father in course of time. Moreover, precept and example are the important factors. The father cannot indulge himself in extravagant, reckless living and expect his son to be a paragon of virtue. Let the son share, at an early day, in the rational pleasures of life; let him be a companion in sport, in all cultural pursuits, and let him gain an insight into the perplexities and difficulties that the average man encounters during an honorable career. Reveal yourself to your child; and your child will repay in kind.

When the time comes for son or daughter to

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determine upon a life career, let the parent or teacher guide the individual unselfishly and with calm judgment. It is important that he should find his own calling; but it is equally important that the young person do not enter upon work or a line of study for which he or she may be physically, emotionally or mentally unfitted. Not every boy or girl is fitted for the strain of college life. The pride or ambition of parents has been the cause of many a "nervous breakdown"—so-called.

Most of us in early youth benefited by the advice of our elders; we were not forced into a definite line of activity, but were reasoned with in such a way that we welcomed the advice of elders far richer than we in life experiences. There is a temptation to say a word or two about the college student; but I have set the age limit; he is neither child nor adolescent—he is a *man*! as we all remember from our own college days.

Facetiously we physicians are apt to remark that relatives are more difficult to treat than patients; the same is true of parents versus children. When one recognizes the abnormal trend of a youth's mind and sees danger ahead, it is not easy to persuade the parents that there is anything wrong

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with the son or daughter they have learned to dote upon. Some interesting professional encounters have convinced me that we are already reaping the reward of this modern doctrine, to let the child express itself fully and not to repress it in the least; and not to exercise any sort of discipline. I could refer to the instance of a boy just entering a western college, whose entire mental and moral tendencies, whose outlook on life, whose reckless habits are the result of excessive freedom deliberately given the boy by otherwise intelligent parents. The boy is the victim of improper educational theories, if ever there was one. In advocating anything akin to discipline in the home, one runs the danger of being called antiquated and unreasonable; but, for the good of the future citizen, I still favor fostering in the child a sense of loving obedience toward the parent, and consideration for one's family and neighbors; and all this can be achieved without interfering in the least with the natural and mutual love between parent and child.

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ANALYSIS

THE USE AND ABUSES OF PSYCHO- ANALYSIS

IN THE earlier edition of this work, a similar chapter bore the heading, "The Evils of Psychoanalysis." I am more persuaded than ever of these evils, but, to be utterly fair, let the present title convey the thought that while these Freudian doctrines may have added to the sum total of our knowledge, the good resulting from special methods of psychological approach is easily outweighed by the harm done, especially to children, by excessive introspection, disruption of normal mechanisms and by the unwarranted insistence on sex aberrations.

At this time, I hope to state very emphatically my reasons for objecting to much that has been published by the Freudian adherents who care less about the scientific value of their professed beliefs than upon the impression they can make upon a gullible public.

This "public" includes not merely young mothers who may be pardoned their interest in sex matters and sex literature, but also a certain number of teachers and medical practitioners who are

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none too critical, and fall easily for doctrines which appeal to the laity and smack of novelty, rather than advance, in therapy.

Let me assure the seriously minded mothers (the only ones I can hope or care to reach) that if psychoanalysis really implied a critical study of mental conditions, alienists and neurologists would be the first to favor it. It has, at all times, been the aim of every conscientious specialist to understand the mental processes of the normal and abnormal subject. When referring to that form of impartial study, it will be well to adopt Janet's term, "psychological analysis" or, still better, to speak of "mind analysis." The designation, "psychoanalysis," has been pre-empted by the Freudians and in practice, in obedience to their teachings, their analysis results nine times out of ten in finding the sexual factor, or the sexual condition supposed to be the fundamental cause of mental or nervous phenomena in any given case. Everything is reduced to sex; and sex, sex, sex dominates the entire inquiry. Freudians may wish to deny this. It is a fact that many patients know what they are to talk about before they lie down on the analyst's couch.

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The author has great admiration for Freud and a feeling of friendship dating back to the Vienna days when he and Allen Starr and the present writer sat side by side in Meynert's laboratory. I bow to the genius of the man who has devoted his entire life in an unselfish way to the promulgation of his doctrines. His pupils in America have added little (Freud himself stated this); they go on repeating original articles of faith as the geneticists repeat the Mendelian laws, each one trying to explain the articles of faith in his own way. Freud promulgates the doctrines; his pupils exploit them. I have never been able to accept Freud's teachings. I have never been able to accept the illogical deductions drawn therefrom.

Valiant efforts have been made to meet this charge of the lack of logic, ending in a declaration that logic does not apply to the psychoanalytic doctrine, thereby placing the entire discussion beyond the pale of scientific argument. Logic is logic, and will always remain so. Even one of the youngest and ablest of the Freudians falls back upon logic when he needs it; thus Kubie ("The Problem of Mental Disorder," 1934) in speaking of the free association method, states that it is the

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"logical" extension of the principle that "any mental acts which concur in time must be related," but free associations are "thoughts or feelings which arise in the nervous system with *no* superficial logical relationship but connected in some recognizable time-sequence." A long article might be written on the juggling with logic. A number of Freud's pupils, notably Jung and Adler, have developed theories of their own; whether antagonistic or not, their writings prove how much they owe to Freud's teachings and how little they would have amounted to if they had not been encouraged by the master. Let us acknowledge that Freud and some of his pupils and many psychiatrists of the present day (Jung, Stekel, Kretschmer) have revealed many facts of great importance and have developed a "technique" which makes it easier to examine into normal and abnormal states.

For the purposes of the psychoanalyst, the past life of the subject is reviewed with great detail, the dreams are recalled (with the absurd and false symbolism in the interpretation of them), the feelings of the child toward the parent are scrutinized in the hope of discovering an Oedipus com-

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plex; the libido, the name given to the energy of the sexual instinct, is dragged into the limelight and much more of this sort of "analysis" is practiced, to the delight of the practitioner but to the detriment of the young victim. I am not, at this time, interested in the fate of the adult who is willing to submit his thoughts and his person to this sort of inquiry. Many estimable men and women have been led into an attitude of approval of methods which in their soberer moods they would surely condemn and reject. Some family practitioners, always eager to be abreast of the times, have, I fear, been guilty of recommending too easily this sort of sex study. Freud displayed great ingenuity: granted. It was reserved for him and his disciples to suggest to the unsuspecting world that sex is the dominant factor in the unconscious state, in the world of dreams and in the life of the normal individual as well as of those who are the victims of various neuroses. And, mind you, the libido, the activity of the sexual instinct, includes in its scope not only love between the sexes, "but every relationship in which the word 'love' is appropriate: e.g., self-love, love of parents, and of children, friendship and even of

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inanimate objects and abstract ideas." In the vernacular of the day, that is "going some."

Were I a psychologist, pure and simple, and not a medical man, I might be able to view these doctrines in the superb and dispassionate manner of Professor McDougall, who on the one hand states eight different reasons for disagreeing with Freud on the interpretation of dreams; differs from him on the question of the libido, on the Oedipus complex—the very pillars of the structure—and, on the other hand, in the preface to his last book, believes that "Professor Freud has done more for the advancement of psychology than any student since Aristotle." This is true evidently in the sense in which ingenious theories, though unproven, cause the most trouble and set the others thinking.

Elsewhere, I have given the chief reasons for opposing the doctrines of this new school. I shall not weary you with all the details. Julian Huxley referred to the caustic remark that the vigor with which an opinion is held is usually in inverse ratio to the amount of proof which can be brought forward in its support, and he wants Freudians and Jungians to take note of this. The Freudians have been crying from the house tops; many oth-

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ers have remained silent too long. Since a part of the public seems to have swallowed these teachings, hook, line and sinker, and they have become the pastime of novelists and dramatists and scenario writers, it is only fair to acquaint you with the reaction of some critical minds of the day, among physicians and psychologists. The list is by no means complete. Walsh, speaking of psychoanalysis and Coué, believes that "the interpretation of dreams on the Freudian plan is the biggest joke given out in the name of science that we have ever had." Peterson, an unusually clear thinker, claims that "psychoanalysis is more of a religion than a science—indeed a species of voodoo religion, characterized by obscene rites and human sacrifices." At a recent public meeting the impression was given that Peterson was one of the first advocates of psychoanalysis in this country. In a telegram he authorized the present writer to state that "I may be accused of having started psychoanalysis in this country; if so, I apologize—Frederick Peterson." The French clinicians, without exception, adhere to Janet's psychological analysis, and while they are aware that they gave the first impetus to the studies of Freud, they will

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have none of his extreme views. Among German and Austrian neurologists, Struempell, only a few years before his death, spoke of the "exaggeration of the so-called psychoanalytic school that affords its devotees a playground on which to display minds that have a fertile fantasy, but no critical faculty, that hide a confusion of thought behind a mask of specially devised words and concepts." In memoirs, edited by his daughter, this same Struempell speaks of the erotic, semi-Oriental atmosphere of Vienna where these doctrines were born; regrets that many people find ingenious falsehoods more attractive than simple truths and deplores *the fearful havoc wrought among its sad victims by the psychoanalytical method of treatment*. Dorsey in his attractive book, "Why We Behave like Human Beings," has joined the opposition. Add to these, the names of Woodworth of Columbia, of Werner Fite of Princeton, of Mrs. C. Ladd Franklin, and you have a formidable array of clear-headed psychologists who refused to accept the majority of these doctrines. It is still more worthy of note that some of the proponents support these doctrines with reservations. Burnham says this whole doctrine is at once ro-

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mance, philosophy and poetry. Even Stanley Hall, in his preface to the translation of Freud's book, expresses his dissent in "making sex so all dominating a factor in the psychic life of the past and present." Beatrice M. Hinkle, a follower of Jung, is too clever a writer not to protest against the inferences to be drawn from the doctrines of Freud. I am pleased to have her say that to "postulate man as swayed solely by egotistic desires or sexual cravings is to miss the real aim of the being as a whole," and I wish she could bring this to the consciousness of some of her sister psychologists and psychiatrists.

It may be argued that while so many have some fault to find with this method, and each one, a different fault, there must be some, perhaps much virtue, in it. It will not do to rest the argument upon generalizations. Moreover, the Freudians claim that their doctrines are misunderstood, that many of the psychiatrists and psychologists have not taken the trouble to study the original publications, that they fail to understand them, that they are "uninformed." Failure to understand is possible, because our Freudian friends, both in German and English, have managed to disguise

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their theories in a mass of verbiage which it is difficult for any person to grasp, who may have a full knowledge of the language, but has, in addition, a wholesome respect for logical reasoning.

Fortunately, much has already been done in the way of rational criticism. The writings of Mills of Philadelphia, of Morton Prince and Courtney of Boston, of McDougall of Duke University, the popular summary of Aldous Huxley, are accessible to all. There is in addition to these, "A Critical Examination of Psychoanalysis" by Wohlgemuth of London, a psychological treatise discussing every phase of the subject, written somewhat facetiously, but in a scientific spirit and sweetened by a sense of humor. Knowing how difficult it is for the analyst to meet any well-founded criticism, his only answer is not to take any notice of such critiques as those of Wohlgemuth and more recently of Bumke. When compelled to stand up in open contest, he makes a lamentable showing and takes refuge in the words of the master, or in mysterious verbiage which he himself often misunderstands. "Concepts wanting, words presenting."*

* After Goethe—a terse translation.

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During the year just ended (1935) the late Beran Wolfe, a one time willing analyst, voiced the feelings and thoughts of many critics in a caustic article which he entitled, "Twilight of Psychoanalysis." In a very scholarly and soberly written article on "Psychology and the University,"* not unlike McDougall, Dr. H. A. Murray tries to prove the intrinsic merits of Freudian technique and revelations, but has to admit that "no critically minded person practiced in scientific research or in disciplined speculation, can accept psychoanalysis on the basis of the writings of Freud, or of any of his followers. The presentation of facts is inadequate; the speculation is irresponsible; verifications are lacking; conclusions are hastily arrived at, and concepts are hypostatized." If this is not damning with less than faint praise, the oppositional attitude is justified by "their [the analysts'] polymorphous perversities of logic . . . the magnanimous manner in which at certain times they set aside their critical faculties—their hostility to research . . . in short their pervading neuroticism."

If Murray condemns the Freudians as theorists,

* *Arch. Neurol. & Psychiat.*, 34:803 (Oct.) 1935.

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even accusing them of an "utter lack of appreciation of the aim of science" he comes to the support of views uttered a decade ago, when we were ready to tolerate them as theorists, but found them harmful and despicable as practitioners of psychoanalysis. Much more could be added to let the public know that the majority of able neurologists and psychiatrists the world over do not indorse the Freudian doctrines, as a whole, and are "not intrigued" by them.

The chief subjects, in connection with psychoanalytical doctrines, are the Subconscious, the Interpretation of Dreams, Symbolism, the Oedipus Complex, the Narcissus Complex, and other complexes, the Libido, Infantile Fixation, Sublimation, Transference and whatnot! There is one reason for envying the writers on Behaviorism: they do not think much of Consciousness. According to them, psychologists might as well give up talking or writing about it. It is not what a man thinks, but what he does, that counts. Not thinking well of Consciousness, they do not have to worry about the Subconscious. But so long as the old-fashioned psychologist is still in the ring, we cannot dismiss the Subconscious in this simple way.

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In the Freudian Temple, the Subconscious or Unconscious is an important pillar; it carries much of the superstructure. Jung in his theory of the Collective Unconscious includes much more than Freud assigned to it.

In attempting to explain the origin of hysteria, Freud, leaving behind him the teachings of the French school, in association with Breuer, ingeniously contended that a "psychic trauma" (injury) was the cause of the condition and that it could be cured if it was possible to revive the memory of the original shock. The original occurrence is forgotten; the memory of it is "jammed in" and acts like a foreign body in a wound. Bringing it back to consciousness is equivalent to the removal of the foreign body: Theory No. 1—a pretty theory, but theory just the same. Breuer, mixing his metaphors, and thinking of the bowels rather than of the brain, speaks of the "strangulation of the original emotions" (would not "suppression" be a better word?) and speaks also of "the relief of the symptoms by 'mental catharsis.'" ("Mind clearance" would be at least as aesthetic.) Freud soon found that in trying to rescue ideas from the Unconscious he met with considerable resistance,

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that it was not easy to bring these ideas into the realm of consciousness, that such ideas were of a disagreeable nature capable of producing emotions of shame, of reproach, of psychical pain, such as one would much rather forget. Evidently, according to Freud, the Unconscious is an elaborate storage house to which unpleasant experiences are consigned until the muck-raking analyst needs them for purposes of his own. To be sure, the examiner has to use a psychic force to overcome the resistance of the patient who is *consciously* unwilling to allow a disagreeable memory to be dragged out of the Unconscious. Wonderful logic, that! Dorsey is right in likening this conception of the Unconscious to a "magician's cave where by psychoanalysis one can discover anything one puts into it."

All this (theory and pure assumption) is supposed to apply not only to the victims of hysteria but to entirely normal human beings. We men and women are constantly *repressing* our emotions; we have a wonderful way of just pushing disagreeable experiences into the limbo of the Unconscious. We betray ourselves in the things we forget, in slips of the tongue and of the pen. Do

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we ever forget pleasurable experiences? Does the Unconscious consciously refuse to admit pleasurable thoughts or experiences: or do we consciously refuse to push certain experiences into the Unconscious? Turn it whichever way you please, the logic of it remains the same. Be careful, when you meet a person whose name you have forgotten: in reality, you have not forgotten; that person was disagreeable, and you have just consciously pushed that memory or that experience over the threshold into the Subconscious. But is the Unconscious merely a chamber of horrors and a dreaded labyrinth from which escape is possible only by grace of the analyst? Freud's conception of the Unconscious is peculiarly his own. The repressed material from past experience, from the infantile state, constitutes the Unconscious. It is a very different matter to claim that important actions and activities of later life have their origin in this early infantile state. Here again the deduction is illogical to the point of absurdity. If ever this material is released, it has to pass through a way-station, the "Preconscious," before it reaches Consciousness. There is a Censor, reminding one of a traffic officer, who shows you the only way out!

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But he has more to do with dreams and the sleeping state.

Granted that the psychoanalyst has developed a "technique" which supports his main purpose, it is well to remember that the alienist of former days was in the habit of analyzing mental processes by determining the original and fundamental psychic symptoms and by endeavoring to ascertain the causes that led to the development of nervous or mental phenomena. There was one great difference, however: we did not insist that some sexual irregularity must be the cause; we were taught by experience that family feuds, business reverses, the death of a dear relative, a serious disappointment in love were common causes. The patient was helped to recall what had happened at the beginning of his or her disease, what led up to it. We endeavored to stir up memories of the past without assuming that we were helping the patient consciously to revive the Unconscious. The psychiatrists of those days (Westphal, Krafft-Ebing, Charcot, Seguin) took an infinite amount of trouble to get at fundamental facts in the patient's history. Nowadays it is styled the "analytical approach to biographic material"; and this

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approach through free association is the "cornerstone of the psychoanalytical structure."

The theory of Free Association did Freud excellent service in working out his theory of the Unconscious; but in the everyday practice of the psychoanalyst, how much of the association is free and how much is due to the "friendly but impersonal manner" in which the analyst points out the significant connections which he sees between the various components of the patient's association? And mind you, after he has pointed this out, the free (?) association method is continued for (say fifty) hours. If we had a dictaphone in the analyst's office we might really know what influences are at work in furthering or inhibiting free association; but the analyst reaps the reward or the penalty of his deeds because he soon becomes the "storm center for highly significant emotions," and the victim of the transference situation—"the emotional storms which sweep over the patient in his relationship to the analyst." Judging from the stories related after visits to the "analyst" the latter often flatters himself as to the character of those emotional storms; not infrequently the emotional storm is disgust rather than

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devotion; but as the analyst keeps his clinical records a dead secret, he cannot be expected to record his failures.

As a matter of practical importance, especially in relation to normal youths, it is well to realize that we cannot and should not interfere unnecessarily with natural mental operations; what Nature in her wisdom has consigned to the Unconscious had better remain there until revived or recalled into memory by natural psychic activities. There is no more reason to interfere with the unconscious operations of the mind than there would be to make every individual conscious of his heart, and easy enough it would be to do that.

Here again I wish to state that you may be excused for stirring up the subconscious for purposes of a clinical study, but it is a distinct injustice to the maturing child or youth to subject him or her to this muck-raking process. That wonderful free-association method manages to bring to light what the examiner wishes to reveal and what the examiner has in mind. That is made very evident in the story of little Hans and in some of the cases related by Dame Melanie Klein. The Dame could not get away from the phallus concept; the

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children thought far less of it. Another serious objection to the entire analytical method is that the youthful subject is made morbidly introspective and abnormal. Other neurologists and psychiatrists besides myself have had the unpleasant task of undoing the mischief done by the analyst. I have reason to fear and to know that children and adolescents have been made chronic mental invalids by the analytic method. Even of adults I have been tempted to say that many of those subjected to intensive psychoanalytic investigation are not entirely normal mentally thereafter. Let the adults do as they please; but I, for one, feel my responsibility toward the health of children. But so many psychoanalysts have themselves analyzed! Surely there can be no harm! There is a special form of psychoanalysis for them; they could hardly afford such prolonged analysis; and some of them, I fear, might not size up to normal mental standards. Not a few of them have developed paranoidal trends. It is a dangerous game for patient and doctor in more ways than one (ask husbands).

Freud and his disciples have made much of the interpretation of dreams and in this their minds have run riot. It is fairly well known at the present

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day that, according to these investigators of the human mind, a dream is a wish fulfillment—at least if it is not that, it should be; to protect this contention it is declared that in every dream there is a manifest dream content and a latent dream content. The manifest content appears to be merely a cloak to conceal the real meaning, the latent content of the dream. Mrs. Franklin said very cleverly that since the Freudian wish may mean almost anything, there will plainly be no difficulty in proving anything under the sun.

The claim is made that dreams are interpreted according to the same method that is employed in the analysis of hysterical symptoms. Making the false claim that their method produces immediate relief of hysteria, they argue that the solution of a dream reached in the same way must be correct. Let it be remembered that no two analysts ever appear to interpret a given dream in the same way, and one of the regrets of an ex-psychoanalyst, as reported long ago in *The New Republic*, was that after he and his partner had reached a certain interpretation of dreams in a given case the matter was referred to the high priests, Freud and Jung, and the two high priests disagreed. There are

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other methods of curing hysteria, and so there must be other interpretations of dreams. It is only too evident that in endeavoring to reveal the supposed cause of hysterical symptoms, the psychoanalyst is merely using a suggestion accepted most readily by the patient. Most of us are apt to regard dreams as a rather free association of experiences or thoughts. No one claims a logical sequence of thought in the sleeping state: Freud insists that "the dream appears . . . as a reaction to all that which is simultaneously actually present in the sleeping psyche. The stimuli during sleep are . . . worked up into a wish fulfillment whose other constituents are the psychic residues of the day that are known to us."* The Censor, however, stands guard, evidently acting as Cerberus standing on the threshold between the Unconscious and the Preconscious, and will not allow any uncomfortable thought to pass which might harass the sleeper. Exactly how Freud proves this, it is difficult to see, but he insists that the dream is the protector of sleep and not its interrupter. But nothing matters so long as it gives the Freudians

* The author is giving some of Wohlgemuth's excellent translations.

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a fair chance to reach their goal. In plain words, the goal is to prove that the dream reveals an unfulfilled wish, even if the dreamer may not have thought of the events or persons of the dream for a decade or two, and that every such wish has a sexual tinge; that repressions since childhood days at last find their release, and that in dreams, without knowing it, we realize our real troubles, our real character, our true selves and also what wretches we are. The Unconscious contains nothing but repressed thoughts, thoughts that are unpalatable to the Conscious. Unpleasant thoughts do sometimes trouble us during waking hours, but during sleep we are protected by the Censor, whose special function it is to prevent certain experiences passing from the Unconscious to the Preconscious and to the Conscious.

According to Ernest Jones, a British satellite, the Censor is the "sum total of repressing inhibitions." I am glad to have at least this definition of the Censor, for he is one of the most fantastic creations in literature and no matter how often one rereads Freud's original papers, it would be difficult to conceive of the sort of fantasy in Freud's mind at the time he evolved this spirit.

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Collins styles the Censor "the greatest of camouflage artists." If anything passes, presumably of a disagreeable or humiliating nature, from the Unconscious to the Preconscious, the dreamer received the assurance that, after all, it is only a dream. Let us suppose that one has related his dream to a psychoanalyst. If he will admit the interpretation of his dream, well and good. If he denies it, that merely indicates resistance, and the greater the resistance, the more certain it is that the interpretation is correct. That is an entirely typical procedure. The dream analysis has been of special interest to the Freudians because it has enabled them to do a lot of loose thinking on the complexes, symbolism, repressions and much else. Some of it may make interesting reading, and still more is irritating and absurd. On the interpretation of dreams, Jung and Adler have differed widely from Freud.

Continuing this brief reference to the subject of dreams, do not forget that according to these doctrines the wish that presents itself in the dream is an infantile one, that the dream is a part of the infantile soul and of course, involved sexually in some form. Everyone has passed through child-

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hood without paying much attention to dreams, except when he awakened—a fright—over robbers and, nowadays, gangsters. The child will soon forget it unless the parent is foolish enough to harp on it, or the analyst impudent and cruel enough to make much ado over this or that dream. Even if it means something to the Examiner, it means nothing to the child, and cannot be made the basis of happenings later in life.

When it came to the interpretation of soldiers' battle dreams, even Freud had to abandon the attempt to interpret them as sexual desires; and after all this bluster, McDougall concludes that "the dream is usually an expression of a more or less repressed tendency, and commonly employs the language of imagery, and therefore is often allegorical and symbolical in nature."

The infantile libido—that is the crowning point of the psychoanalytical doctrine! The infant at the mother's breast is not merely satisfying its hunger, but it satisfies its libido: it is looking for organic pleasure. The infant that is slow in relieving its bowels is indulging its sexual pleasure; there is distinct sexual pleasure when an infant wets the nurse's lap and, as for the child's kiss, it is purely

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sexual: it is only the union of "two erogenous zones." The worst of all this is that some mothers will take it for gospel truth, when it is a wicked perversion of the truth. Jung has remained more rational by interpreting libido as vital energy in general, akin to the "élan vital" of Bergson. According to Jung, the human mind bears traces of its ancestral development, and the "allegories of our dreams are a survival of archaic modes of thought." Interesting as this is, does it necessarily follow that every time you dream of an apple, you are making veiled reference to the Garden of Eden, or to the story of Paris?

Much has been said of symbolism. In the dream, again, what one realizes or remembers is the symbolic expression of the latent dream content. To most of us, going up a flight of stairs is a rather innocent affair. In dreams the Freudians claim it signifies sexual indulgence. A house or a room has no topographical relation to the other factors of a dream, it merely symbolizes woman. If you pass from one room to another in your dreams, you are playing the part of the sultan in his harem. Never dream of a church steeple; that is symbolic of man. The serpent was formerly the em-

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blem of immortality, possibly of juvenescence and an attribute of Aesculapius and his daughter Hygeia; but in the Freudian mythology it is a phallic sign. If you are in the woods or in a garden (in the dream or in the waking state) you are in the presence of numerous phallic signs and you are constantly thinking of them.

The reason men engage in building houses or in carpentry work is from the gratification of the sexual instinct: house—woman, that is all there is to it. There are at least fifty other objects which, when they occur in dreams, are supposed to be symbolic of man and woman. It is humiliating to think that as scientific men we are asked to accept this sort of thing seriously. Remember that all this talk of symbolism has the effect of suggestion and these things now do convey Freudistic meaning to men and women who could formerly take unalloyed pleasure in viewing the tower of the Strasbourg cathedral or the chief portal of Notre Dame.

Wohlgemuth gives the advice never to hesitate to tell your dreams if you are asked to do so unless they are manifestly indecent; their interpretation will give you a sure indication of the type

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of mind of the interpreter. According to such an interpreter, there is the same sexual tinge to all your activities. You may have had ideals in following music or architecture, in being a teacher of the young. Whatever your vocation, you are directly or vicariously gratifying the sexual appetite. Our school teachers are especially hard hit. If you will take the word of an ardent, but thoroughly illogical advocate (White) of Freudian principles, women find great satisfaction as teachers, the relation of teacher and children being a substitution for the really desired relation of mother and child. In former days we were happy to say of a teacher that she was deeply interested in children and that her love for them made her vocation especially agreeable and acceptable to her. We have gained nothing by these more recent utterances, and even if there were a scintilla of truth in them, the bald statement of the Freudians surely does not add to the happiness of the teacher or to the understanding of her motives in selecting her special calling. I need not remind you that many a married woman, whose child love has long since been gratified, continues to enjoy her duties fully as much as she did before her mar-

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riage. Wherever we take up the doctrines of the psychoanalysts, they seem to lead to rank absurdities, and also to contradictions.

Whatever else you as a normal man or woman may do, beware of slips of the pen or of the tongue. Only thus will you reveal your innermost secrets. We have all known that there is some truth in this, and that the wrong word does sometimes escape if one has something else in mind at the time when he is asked to answer a question; but the trouble with the Freudians is that they insist that your mind is always filled with nasty thoughts or that you are trying to hide something. That the vocal mechanism itself is innocently at fault never enters their minds. I cannot help recalling a slip of my own: A few years ago, I was told that the Board of a hospital with which I was connected had taken a certain action and I said that I thought there was no reason to stand on a "technical legality" instead of a "legal technicality." While writing a previous section of this volume, I was going to say that there was no "reason to *curtail* these pleasures"; instead of which I began writing, "there is no retail," and then stopped. What dreadful thing was in my mind, at the time?

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That word "tail" is ominous, and in the same sentence with "pleasures." What hidden complex was suddenly revealed, what rôle did the libido play?

Anyone who watches his dreams as I have watched my own for many long years, will find that, analyze them or interpret them as he will, they are merely a free and entirely illogical association of thought and experiences: the most surprising fact about them is that they so often relate to experiences of long ago, so long ago that in the waking state the subject matter of the dream has never been thought of. After all, the casual dream means very little, but if one has a constantly recurring dream it might be of some importance to have a proper interpretation of such a one. But here again there is every reason to believe that the interpretation will depend entirely upon the meaning which the analyst gives to certain factors of the dream.

At various times I have suggested to friendly analysts (and some of them are friends): let us discuss fundamentals. What is the real influence of the Subconscious; what is there to all this talk about infantile sexuality, about the symbolism of

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dreams? The challenge has not been accepted; but above all, what is all this talk about the Oedipus complex? Ten years ago, referring to the Oedipus complex, I wanted to show how thoroughly the Freudian interpretation can be disproved. But there is no need of doing that, at the present day, since everyone can well afford to accept McDougall's latest pronouncement, who, in spite of his willingness to find excellence in the Freudian doctrines whenever he can, acknowledges that this whole complex is wrong from beginning to end. Freud himself admits that the Oedipus complex has no existence in normal adult persons. We did not need Freud to tell us this. It would have been sufficient to have asked a group of fathers or mothers whether they have ever had a son or a daughter whom they suspected of having an incestuous desire for the opposite parent. Has any medical man ever seen a normal boy who has hated his father because of the love his father bore the mother? How many fathers have ever realized such a state of things? Many a father may have known that his boy does not love him because the father plays the rôle of tyrant or taskmaster, or because the father does not seem to be kind to the mother.

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Surely the son has not hated his father because of the love between the parents. The Oedipus complex is a mere fabrication that cannot be countenanced as embodying a fact that is to be accepted either in psychology or in medicine. In all literature, Bumke finds a single history which could be labeled a real Oedipus complex.* Although the Analysts still harp upon this Oedipus fiction, in their talk and in their writings, they are now driven to the wall and the more cautious and more honest of them acknowledge using "rather striking names such as the Oedipus drama, the castration problem and the like" (Kubie, p. 85). If it's only names and dramatic license they submit, let the infantile analysts have their fun. Some day Infantile Sexuality will go by the boards as the Oedipus fantasy has gone. The Freudians will claim that they may not be able to prove its validity or as a genuine factor in the individual's life. Nevertheless, it was important to postulate it to prove the theory. Even now they are hard put to it to prove "the origin of anxiety in childhood; the transformation of anxiety in early childhood and in later life; the origins of sadistic energy, and

* Review in *Mental Hygiene*, July, 1932.

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other deep-seated but less serious tendencies (including mere submissiveness)." They must be linked up with "early psychological events" of extraordinary subtlety and "may demand the most minute and microscopic observation of the lives of infants and of young children," by the free association method (say at the age of five or eight or ten) to recall psychological experiences at the age of nine or fifteen months. Aside from everything else, this method is not free and wholly subversive of the normal mental processes of a healthy child. It is a noteworthy fact that the most hardened of analysts rarely subjects his own child to this sort of "diagnostic" (?) procedure. It may not be necessary; the analyst's genes may be the purveyors of immunity to his child.

Enough has been said, I believe, to prove to the average layman and medical man that these Freudian doctrines have very little substantial background. The idea that the sex factor is the sole guiding factor and the sole emotion in man's life can be denied by the experience of hundreds of honest, sober-minded, capable men and women.

The psychoanalysts have revealed the influence of the sex factor under conditions in which it was

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not generally suspected; but they have used this sex knowledge in a way that is injurious to the practitioner and his victim. I agree with Collins, in spite of his adverbs: it is a dangerous weapon in the hand of any man or woman "who is not fundamentally moral, basically honest, elementarily ethical and primarily high-minded." Not long ago an "ex-psychoanalyst" stated very frankly that he gave up the practice of this peculiar science when he found that the result of his method was that many of those examined by him had transferred their affections to him personally. Evidently he found a great embarrassment of riches in this respect and was wise enough and sufficiently disgusted to retire from this special field of battle. His retirement is a tribute to his character. I am only sorry that he chose to remain anonymous.

Other physicians and psychologists have protested in their own way against the doctrine that the main factor of human life is sex. Dr. Talmey, whom I wish to refer to particularly, declared that "in the first years of man's life, his striving does not involve the sex factor at all"; and that even after the first erotic feelings appear, "other specific human desires appear upon the horizon."

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It is refreshing to find a writer who discerned that man has evolved certain inhibitions which tend to regulate and keep under bonds his primary emotions such as hunger, fear, hate, rage and sex. In Dr. Talmey's own words, "man's greatest urge is his will to power," his will to succeed, his desire to shine among the group. Incidentally, this modest author deserves great credit for showing clearly that the two main pillars of the psychoanalytic edifice are false conceptions. He refers to infantile sexuality and the erotic dream. I find that Dr. Talmey's brief chapter is an excellent offset to White's elaborate argument in favor of early infantile sexuality.

Only a few of the pet topics of this pseudoscience have been referred to in these pages. As I have said elsewhere, there is a total lack of scientific evidence in all parts of this psychological doctrine. It is speculation of the rankest sort. But, it is easy to see why it has obtained a considerable vogue among the laity. Woodworth of Columbia has hit the nail on the head. After suggesting as a sort of *reductio ad absurdum* of the Freudian system, that it submit itself to psychoanalysis and be interpreted in accordance with

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Freudian principles, he continues: "We reach the conclusion that the driving force behind the invention of this system is 'libido,' that it itself is a sublimation of that tendency.* If, as Jung asserts, the invention of agriculture and mechanical arts, as well as myth and religion, is due to the driving force of the sex instincts and in particular of the incestuous tendency, then we may certainly conclude that the inventions of the Freudians themselves being so much more obviously related to sex, are driven by the same force." Woodworth does not spare the readers of Freudian literature, and he could have said of the practitioners as he does of them, that the true psychology of it interests the fewest of them. "The books owe their interest especially to the sex element." Undoubtedly! Just as the readiness to submit to all this sex talk in the practitioner's office is a form of sexual gratification, sublimated or transferred if you will. Freud's more recent monograph, once its contents are known, will not be as popular. It contains very few ticklish stories; it is a sober discussion of his principles. It leads

* I hesitate to state what I consider the driving force behind analytic practice.

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to the wonderful conclusion that "the goal of all life is death"—but, if so, why all this fuming and fussing about the death instincts and the life instincts? The title should have read "Beyond the Pleasure Instinct, What?" And the answer might be "Silence or a Return to Reason and Logic."

But let us assume that these Freudian doctrines have much truth in them and that the opposition felt by some of us is extreme. Is there any reason to give preference to this method over others as a form of psychotherapy, of mind healing? The psychoanalysts have put forth all sorts of absurd claims.* One of the most important (a vicious slip of the pen—I had written "impertinent") exponents of this doctrine claimed that it "can cure the most chronic psycho-neurotic affections." (The Censor must have been off his guard; there is a conscious sublimation about this which sounds altogether too much like the advertisement for a nostrum, and coming from a member of the orthodox camp!) As a matter of fact, it has not achieved as much, surely not more than other psychic methods; and unless it does achieve distinctly more, it is too dangerous a mechanism to

* The False Claims of the Psychoanalyst.—Sachs.

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be called into play, dangerous for the patient and a very questionable procedure on the part of the practitioner.

The Freudians know that they do not cure out-and-out mental disorders; they try to make the public and the doctors believe that they bring greater help through more refined diagnostic procedures. You have to be possessed of Freudian phantasy to believe this, and Freud himself never claimed it. Some of the cultists, especially in sanatoria, pursue the analysis until, to their own satisfaction and often to the patient's discomfiture, they have unravelled the patient's mysterious mechanisms.

They insist on being psychiatrists, to be sure of a special variety, but their chief concern is with the psychoneuroses—minor mental disorders. Many of these are stubborn and distressing conditions, many become chronic; but a very large number have at all times yielded to sensible psychological treatment; which did not always require one hundred or even fifty visits. Of course, the psychoanalyst can boast of some cures; so can every other neurologist and psychiatrist. Fortunately many diseases, even mental disorders,

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are self-limited. What the psychoanalyst does not reveal are the number of individuals whose mental processes have been turned upside down (or more correctly inside out) by this analytic process.

The man who practices this method exclusively is a faddist, if not worse. It is well that the soberer element among the psychoanalysts calls for adequate training, a training in general medicine and above all in "orthodox psychiatry." Just the reverse of what Franz Alexander would like to achieve, to have it made part of the general medical course and that it should be taught to the medical student "during the clinical years in psychiatry and should constitute the basic part of it. It never was and never will be the basic part of psychiatric teaching. That is one of the false claims of the Freudian school. It is *an* approach, by no means *the* approach to psychiatry. It is not more important than the psycho-biological approach of Adolf Meyer, or the Form psychology of Kretschmer. The medical man interested in the proper analysis of the mind will avail himself of a technique to the extent that he thinks justifiable and will neither start off with a sex prejudice nor suggest to the victim the sex interpretation.

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Freud got a very important part of his training from the school of Charcot at the time when many of us were under the master's spell in the recognition of his valuable work in the matter of hypnotism. The Freudians would never accept hypnotic suggestions as a powerful factor in psychotherapy and yet their own system is largely a matter of powerful suggestions conveyed from one person to another in the waking state. The public at large was for a time as violently interested in hypnotism as many are at the present day in psychoanalysis, but the hypnotic method did not remain in favor with the public. There was no special joy in being put to sleep even by a master mind. It is much more stimulating to be compelled for an hour or more, many times a week, and for several months possibly, to be face to face with a different kind of master, who insists upon discussing all sorts of ticklish subjects and who suggests both directly and continuously that the "sexual" factor will have to be revealed. Many ladies and some men acknowledge that they knew before visiting the analyst what would be expected of them; and how willing they were to unburden their souls, especially if it would lead

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to a solution (or a dissolution) of marital or extra-marital situations.

My own personal objection to the entire Freudian system was due chiefly to the recognition of its absurd perversion of the truth, and of its logical defects. But I would not have felt called upon to enter upon any public controversy were it not for the positive harm done by the practices of the Freudians, especially in the cases of youthful individuals of both sexes. Almost as much mischief has been wrought in Great Britain as in some of our own states. Fortunately, the British Medical Association, at its meeting at Bath in 1925, had the courage to enter a protest against the "sex" teachings of the psychoanalysts, referring particularly to youthful victims. Excessive introspection has made hypochondriacs of any number of youthful neurasthenics who might very readily have been cured by many other and simpler methods. I know of nothing more harmful than to subject a boy or girl to this sort of mental inquisition. Aside from the danger of developing the inferiority complex (Adler's chief concept), which is not as common nor as serious as it is made out to be, there is the distinct danger of fastening the

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young person's attention upon his own physical and mental peculiarities upon which his attention should, at least, not be riveted. Again and again we have had our attention called to the cases of refined young girls who are taken by their mothers, in obedience to the suggestion of some "knowing friend," to a psychoanalyst. The story generally told is that a young girl, shortly after her first menstrual period, was slightly restless, felt fidgety, complained of loss of appetite, was somewhat morose or depressed. The practitioner subjected this young person to many detailed examinations, lasting an hour or two. He inquired as to her earliest sex feelings, many of them suggested by the inquiry, and as to her dream content, to which she had previously attached no importance. Much else was elicited in that wonderful system of attempting to transfer experiences from the Subconscious, past the Censor into the Conscious. The result of this inquiry, in a number of instances, was a state of depression with self-accusations. The patient developed a belief that she was a vile creature, if all these evil thoughts and feelings and dreams had been harbored in her person. It took months of decent,

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sympathetic, rational treatment to bring such young girls back to a healthy mental state. By way of contrast, it would be tempting to quote from an interesting study by the late Dr. Anne T. Bingham, "The Application of Psychiatry to High School Problems," showing how helpful a true, sober mind analysis may be in solving the problems of maturing girls and that there are many other than mere sex difficulties in the lives of young women, as everyone except the Freudians knows full well. After reading this study by Dr. Bingham, I became convinced that if girls and, for that matter, young women are to be "analyzed" let it be done by competent medical women and not by the male practitioner.

It is important that the female analyst be a wholesome *heterosexual* individual, a woman who has the normal sexual outlook upon life, best of all, one who has reared normal children of her own; who realizes that the development of body, mind and character implies much more than mere sex education.

When the psychoanalyst is confronted with such a result as I have recorded above, his excuse is that the "technique" of the practitioner must

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have been at fault. The trouble is that the "technique" always appears to be faulty, if it is to be judged by the amount of good that comes of it and the harm that it so often does. I charge the practitioner, moreover, with other grievous mistakes. Lacking the appreciation of ethical values, the practitioner does not hesitate to disturb entirely proper family relations. I shall say nothing of the relations between man and wife because they are generally able and knowing enough to handle the situation themselves and, following illustrious examples, they may even go to headquarters to soothe their ruffled nerves; but daughters of tender age, fifteen or sixteen years, are told that they have an abnormal attachment for the father or brother, when there is not the slightest basis for such a charge; boys are accused of similar improper emotions toward their mother. Such perverse relations may occur occasionally, but from my own experience I can refer to a number of instances in which the accusation was entirely unfounded. If the analyzer were to go at his problem with greater care and with an open mind, he would often find the true cause of an emotional or neurotic state. In one instance, in which the

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daughter was made unhappy because she was accused of an excessive "father attachment," it was the news of the sudden death of a relative that started a depression beginning at the age of sixteen. Every neurologist is able to tell his tale of hypochondriacs and sexual perverts who have been encouraged and not checked, as they should have been, by this school of practitioners.

The more conservative physicians have always known of the sex difficulties of young and growing individuals. We have not buried our heads, ostrich-like, in the sand; we have never been afraid of facing the facts. We have allowed for the physical basis of sex life; we have known and have appreciated its procreative importance, but we have also known that the sex instinct must be curbed and regulated, that it must be relegated to its proper place and must not be made to assume a false position as the dominant factor in the lives of boys and girls. If the normal boy or girl is to be kept normal, it is of the utmost importance to use good judgment in meeting a sex situation or a sex problem. Both boys and girls of tender years will fare best, when they present such special problems, if they are put under the guidance of thoroughly sensible, clear-headed, moral members

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of their own sex. There is no better mind treatment than to give a girl, for instance, the opportunity to talk herself out freely to a superior trained woman, still young enough to appreciate the difficulties that the young girl has to contend against. Reason with a youthful individual, explain the difficulties and social restrictions as best you can, and do not allow your good judgment and your moral sense to be warped by doctrines that may have a temporary vogue but are founded upon false and unsupported premises.

Happily in many of our cities, physicians of repute, who are not chained to a false system, have established health classes and health clinics. The Child Guidance Clinics should be safe centers. There the problems presented by the growing child, by the maturing boy and girl, should be discussed soberly and with due propriety. Only men and women of known mental and moral stability should be entrusted with the solution of such problems and with the direction of such health classes.

I cannot help thinking of the child as the future citizen. Let us all realize the responsibility of keeping the normal child normal.

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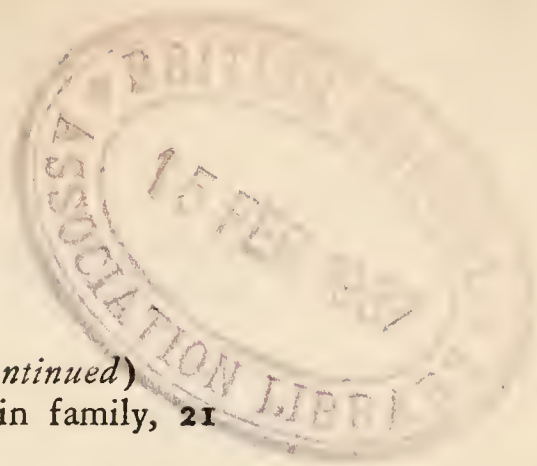
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